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ABSTRACT

The history of school psychology in Indiana is presented in this booklet, which also provides insight into how the profession came to be and how it was developed and documents many of the professional and political issues that impacted program development. General factors influencing the development of school psychology, including army classification and public laws, are discussed. A factual history of psychology and school psychology professional organizations is presented, as is the history of training programs in Indiana, focusing on important individuals. Certification requirements are given in detail. The history of training programs at these Indiana colleges and universities is presented: Indiana State University, Indiana University, Purdue University, Butler University, Ball State University, and Saint Francis College. The history of school psychology services is traced, noting the impact of particular laws. Short biographies of the authors are included. (ABL)

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SCHOOL PSYCHOLOGY IN INDIANA TO 1975

by
Rutherford B. Porter
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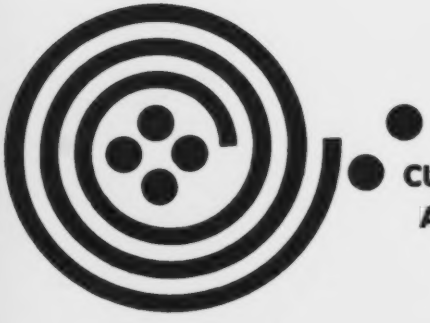

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FOREWORD

Concensus is difficult to achieve regarding the definition, role, and necessary preparation of school psychologists. Despite the valiant efforts of the American Psychological Association, especially Division 16, the practice of school psychology varies substantially from state to state, and preparation of school psychologists often varies considerably among universities even within states.

Depending on where one is trained, state licensing and certification requirements, and even local school policy, the role of the school psychologist may be quite different. At one extreme, the "school" in school psychologist simply defines the environment in which the clinical psychologist plies his trade. At the other extreme, school psychologists may function primarily as para-educational support staff. Disciplinary ties to education, particularly special education, are often as close as ties to psychology.

The genealogy of the profession is also difficult to trace. A reasonable racing form entry would be School Psychology by Clinical Psychology, out of Special Education, by Individual Assessment. For years graduate trainees in school psychology were as likely to sport undergraduate credentials in teaching as in psychology. Merritt Saunders, an early leader in the field, once described his students as being equally divided between teachers who didn't like to teach and psychologists who didn't like to do therapy.

In spite of the lack of clarity and consistency in role definition, the school psychologist is arguably the most visible representative of psychology as a discipline. Between primary contacts as students and secondary contacts as parents, it is likely that more Americans know more about school psychology and school psychologists than any other branch of the profession.

The importance of school psychology is also demonstrated by the primacy of school psychology services. The pervasiveness of education in the community, universal education, provides the school psychologist with a front row seat in the drama of mental health services. This setting provides a stage for performing in a mental *health* role as opposed to the focus on mental illness common to clinical settings. Even in scenes of severe and chronic mental illness, the school psychologist is commonly introduced before the clinical psychologist or the psychiatrist.

This combination of importance and role confusion of school psychology helps define the value of this monograph. It is more than a simple history of the growth of the profession in Indiana and to some extent nationally. This history provides valuable insight into how the profession came to be and how it has developed. It recognizes the contributions of clinical psychology, psychometrics, counseling, education, and special education to the profession, as well as the contributions of individual pioneers in the field. In addition, it documents many of the professional and political issues that either facilitated or retarded program development. Too often fields of professional endeavor mature without leaving to future students this sort of legacy of their rootstock and initial germination.

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SCHOOL PSYCHOLOGY IN INDIANA TO 1975

School psychology has had two parents, to both of whom it owes a great debt. A few paragraphs from a broad view will lead to Indiana.

The concept was brought forth in this country in an educational setting, according to Wallin (1942), in the Chicago public schools in 1899. Here a laboratory devoted to studies of physical and mental growth with normal children used crude tests before the days of the Binet. Its clinical parenthood is dated by Symonds (1942) as 1923 when the term "school psychologist" was first used in reference to the clinical use of school tests. An article in the *Psychological Clinic*, 1923, volume 15, by R.B.W. Hutt is entitled "The School Psychologist" and gives a description of his work. The application of psychology in education was one of the first fields of applied psychology and the first psychological clinic dealt with problems of children in schools.

Since then, and especially following World War II, the clinical part of school psychology has burgeoned, while the educational side has not kept pace.

Some General Factors Influencing the Development of School Psychology

Although the name "school psychology" may not have been used until 1923, the early roots were already beginning to grow before that. Drs. Wundt, Galton, Binet, and Witmer were all making their contributions. The Binet Scale had already been translated and revised five times by 1916. Dr. Terman's 1916 revision of this scale was the important one and became a standard until revised in 1939.

World War I and the attempt to classify a large number of men in a short time furnished the spark for attempting to solve the problem of measuring individual differences. It should be remembered that in 1918 no group tests were yet available, and no one had seriously thought of developing any.

The story has been told by Dr. Sidney Pressey, and may well be true, that several persons with special interest in personnel problems, and especially in trying to classify these 1918 recruits, asked for permission to attempt mass testing. Plans were made for a special day when 80 men from a new draft conscription were reporting. Binet kits were made available and plans were made to use the mess hall, between meals, as a testing room. A quick inservice training program was given to prepare the examiners for their tasks. Therefore, without privacy, with unskilled technicians, with a test prepared only for children, with time limits controlled by mess call, and a temperature in the high 90s, the first reported example of mass testing was conducted. To say the least the operation was unsuccessful, but this was the motivation which brought about the construction of the Army Alpha Psychological Examination.

Dr. A.S. Otis was one of these early persons who had been especially commissioned to the Adjutant General's Office of the Army because of his interest in testing. He profited by his experience and, as soon as he

was released from the service, he constructed the early Otis-Self Administering Test of Intelligence which was the forerunner of others.

These tests caught on immediately and their adaptability to school use was easy. In fact, they caught on so quickly and the scores seemed so clear-cut that the use and meanings from almost the beginning were overemphasized. How could it be otherwise with people for whom even the concept of individual differences was new.

Perhaps fortunately, there came the depression of the 1930s which slowed most testing. School funds were not available for purchasing tests, and an opportunity was given for a sober and serious study of test usefulness. Funds were unavailable for research on the effectiveness of tests, but sober thought was productive.

By the beginning of World War II, some progress had been made in measuring intelligence, and especially in measuring special aptitudes. All branches of the military service prepared their own classification tests and used them effectively. By the end of the war the testing program of the Air Force was so effective that practically no one who was selected for the program was "washed out."

Of course, testing military personnel was not school psychology, but it developed a broader and stronger base for the use of tests in the schools.

Post World War II developments were the greatest of all. New test companies sprang up, programs relating to emotional adjustment were developed copying those of the Veterans Administration, and their application to children was studied. We should be aware, of course, that it is in this same decade that serious attention was given to the development of school psychology.

One last step in the development of clinical psychology in general, and school psychology in particular, relates to the federal grants from Public Laws 85-926, 89-10, 89-313, and others. These federal funds encouraged new programs and, although they did not require in their proposals that school psychology be included, they did encourage many of school psychology's concepts. Perhaps the shortage of available personnel slowed the effort.

The development of special education programs certainly added impetus to the development of school psychology programs and, in fact, has sometimes dictated the practice so definitively that the very definition of school psychology was affected.

The program of the Veterans Administration with emphasis on the training of clinical psychologists has also shaped the school psychology image.

Objective History of School Psychology

The American Psychological Association was founded in 1892 and incorporated in 1925. The purpose was to advance psychology as a science, as a profession, and as a means of promoting human welfare. In the 1930s special interest groups began to form, and in 1937 the American Association

for Applied Psychology was organized. Its publication was the *Journal of Consulting Psychology* and noting J.P. Symonds as editor, gives an idea of their emphasis. Although the AAAP was discontinued after 1946, when the APA reorganized into divisions, it demonstrated the ideas of applying psychology.

Division 16 was the School Psychology division and has from the beginning been one of the smallest, but until lately probably one of the strongest divisions in APA.

The states providing for certification of school psychologists at the earliest dates were New York 1935, Pennsylvania 1939, and California 1948. Hodges reported in 1954 that 17 states then had certification. In 1967 only two states were without certification.

The Boulder Conference on clinical psychology in 1949 paved the way for the Thayer Conference on school psychology in 1954. In 1953, the Public Health Service, U.S. Department of Health, Education, and Welfare agreed to the request of the Education and Training Board of the APA to finance a conference to study the problems of school psychology. The conference was held in 1954 at Hotel Thayer, West Point, New York. The report of the conference was published in 1955 by the APA under the title *School Psychologists at Mid Century*.

The Division of School Psychology of the APA appointed a committee to work under the chairmanship of Dr. Frances Mullen to continue a study of the functions of the school psychologist. This committee reported in 1958 with a pamphlet entitled *The Psychologist on the School Staff*. Two quotations on definition and function follow.

> Definition. The school psychologist is a psychologist with training and experience in education. He uses his specialized knowledge of assessment, learning, and interpersonal relationship to assist school personnel to enrich the experience and growth of all children, and to recognize and deal with exceptional children.
>
> Functions. The school psychologist serves in an advisory capacity to school personnel and performs the following functions:
>
> 1. Measuring and interpreting the intellectual, social and emotional development of children.
> 2. Identifying exceptional children and collaborating in the planning of appropriate educational and social placements and programs.
> 3. Developing ways to facilitate the learning and adjustment of children.
> 4. Encouraging and initiating research, and helping to utilize research findings for the solution of school problems.
> 5. Diagnosing educational and personal disabilities, and collaborating in the planning of re-educational programs.

> The school psychologist has clinical skills in working with children and adults, developed on a foundation of theoretical, experimental, comparative, social and educational psychology. He understands the philosophy, history, structure, and functions of the American school system, and the forces working on it today from all sides. He knows initimately the role of the teacher in the group dynamics of the classroom and in the subtle interplay of community forces.

The first doctoral program, mostly just on paper, was reported about 1950 and by 1952 there were many programs, although not many at the doctoral level.

In 1964, another conference was held by Division 16 and sponsored by NIMH. The name of this conference was Problems and Issues in School Psychology--1964, and the proceedings were entitled "New Directions in School Psychology." It should be noted that this was reported in the *Journal of School Psychology*, Volume III, No. 2, Winter 1964-65. Dr. Walter Hodges was a participant.

The first book especially directed to school psychology was published by Harper Bros. in 1961, *The School Psychologist*, by White and Harris. This book was almost immediately followed by a number of other books.

In 1962 an APA statement on certification prepared by a Division 16 committee chaired by Jack Bardon, on training and standards, gave as its chief purpose a guide to committees setting up certification patterns.

The first publication, the *Journal of School Psychology*, started in 1963 and was devoted to the publication of original research, reports, reviews, and articles with the aim of fostering the expansion of school psychology as an applied science. A small group of Division 16 members of APA and a few others at an informally called meeting at the National Convention of APA in 1962 subscribed funds for the beginning of the journal. A second journal, starting about the same time, 1964, *Psychology in Schools*, was devoted to research, opinion, and practice, and was especially concerned with school psychology as a practicing discipline. *The School Psychology Digest* was first published in 1971-72, having developed from a start in the Department of Education, State of Ohio, and became the organ of the National Association of School Psychologists. This journal was planned to provide school psychologists with an overview of what was happening in the field and included a digest of important research and development.

School Psychology in Indiana

At the turn of the century, there was very little school psychology anywhere. Training programs began to be noted by 1950, but in the shadowy in-between, the work of individuals were the history. Almost all of these people had been educated at the doctoral degree level and many were Phi Beta Kappa. Their majors were mostly in psychology, or education. They were practitioners in child psychology and education trying to find out why some children didn't learn well, and to formulate and execute a remedial program for them. They were paving the way for school psychology and incidentally for special education. These early pioneers were connected with universities, public schools, and state departments. Some

outstanding public school people were: Harry Baker, Detroit, 1920; Gladys Frith, South Bend, 1931; Beatrice Lantz, Los Angeles, 1941; Frances Mullen, Chicago, 1939; Stella Whiteside, Cincinnati, 1943; Bertha Luckey, Cleveland, 1947; and others. In state departments of education: J.E.W. Wallin, Delaware; Ethel Cornell, New York, 1920; Elizabeth Kelly, New Jersey, 1942; Robert Bernreuter and T.E. Newland, Pennsylvania, in the late thirties; and others.

Indiana had its early practitioners too. Gladys Frith, the first school psychologist in South Bend schools, 1931, had both Ph.D. and M.D. degrees from Indiana University. Hazel Stevens, Ph.D. from Indiana University, worked in City Hospital, Children's Bureau of Indianapolis, 1931, and Family Service, 1934, and had an early private practice with children. Vida Davison, made a contribution to school psychology as senior psychologist for the Indiana Department of Welfare, 1944. At the University level, Harriet O'Shea, Ph.D. from Colombia, was at Purdue in several different positions and had great influence on diagnosing and remediating children's problems. Another contributor at the university level was C.M. Louttit, Ph.D., University of Illinois, who became Director of the Psychological Clinic of Indiana University, in 1940. Besides his clinic leadership he wrote an early book entitled, *Clinical Psychology: A Handbook of Children's Behavior Problems* which was oriented to the training of school psychologists with special emphasis on exceptional children.

A unique development that greatly affected school psychology in Indiana, was the graduation from the State University of Iowa, in 1939, in communication disorders and psychology, three outstanding men who came to the state. D.W. Morris, Indiana State Teachers College; Mack Steer, Purdue University; and Robert Milisen, Indiana University. Of course, it followed that if they were going to prepare speech therapists, it would be well to have a state teacher's certificate for these specialists. The pattern that they established in 1946, revealed their own training and paved the way for the development of school psychology programs. The required courses were, in addition to adequate speech therapy, the following basic courses: psychology of exceptional children, mental hygiene, mental measurement, clinical psychology and remedial reading. What could be better for promoting school psychology?

It should be noted that throughout this manuscript proper names have been used since it is a history of people, as well as of their ideas, which is being presented.

The Indiana Psychological Association was organized in 1938 with Dr. C.M. Louttit, Director of the Psychological Clinic at Indiana University, as the first president. The membership was small, but the goals were essentially the same as those of the national association and represented the birth struggles of a new profession. Interest in the licensing of psychologists was one of the goals from the beginning and has remained an important issue for psychologists in each session of the state legislature from that time. One of the first actions of IPA was the presentation in 1949 of a certification pattern for psychologists to the General Assembly. At that time it was felt that lack of support from the American Medical Association defeated the bill, although there was support from the Indiana Psychiatric Association.

When overall licensing, sponsored by the IPA, was defeated, the question was then raised as to whether or not school psychologists could

be certified by the Licensing and Certification Commission in the Department of Public Instruction. A pattern was worked out and presented to this Commission in 1951. This was approved with no dissenting comments. The chairman of the State Committee which approved the pattern was Dr. Ralph Tirey, then president of Indiana State Teachers College. Dr. R.B. Porter presented the pattern for the Indiana Psychological Association. It should be noted that a certificate in school psychology did not start in special education, but instead came about as the direct effort of the Indiana Psychological Association.

Certification

The details of certification are presented in Rule 35, 1952, revised in *Handbook on Teacher Education*, Bulletin 192, and Bulletin 400 in 1963. At that time, three levels of training and practice were provided with the titles School Testing Technician, School Psychometrist, and School Psychologist. The latter rank required a doctorate.

These specifications are reproduced because definitions of the services under each title are included with the certification requirements.

SCHOOL TESTING TECHNICIAN CERTIFICATE
(Rule 35, 1952) (Revised, 1955)

Pattern of Preparation

A candidate for the school testing technician certificate, provisional, will present credits and qualifications approximately as follows:

A baccalaureate degree;

Evidence of completion of a curriculum for the preparation of elementary teachers or a curriculum for the preparation of secondary teachers;

Two years of successful experience as an elementary or secondary school teacher;

Eleven semester hours or 16 quarter hours of credit distributed as follows:

	Semester Hours	*Quarter Hours*
Educational tests and measurements, including supervised practice in administration and reporting of them	*3*	*4*
Psychological testing, including practice in group testing . . .	*3*	*4*
Elementary statistics	*3*	*4*
Psychology of exceptional children.	*2*	*4*

Character of Certificate

Coverage: *valid for administering, scoring, and tabulating data from group tests under the direction and supervision of a psychometrist or school psychologist. The school testing technician cannot use and interpret data derived from testing.*

Gradation: *The grades of the school testing technician certificate are provisional, first grade, and permanent.*

The provisional *certificate is valid for five years. On application it can be renewed for a five-year period. It expires if not converted to first grade within ten years from the date of issue. The expired certificate can be revalidated for a year on 6 additional semester hours or 8 quarter hours of graduate credit, and this pattern of revalidation can be followed*

in succeeding years until the certificate holder becomes eligible to convert the provisional certificate to a first-grade certificate.

The provisional certificate is converted to first grade on the master's degree and five years of successful teaching experience. The first-grade certificate is valid for five years. On application it can be renewed for a five-year period, and this pattern of revalidation can be followed in succeeding years until the certificate holder becomes eligible to convert the first-grade certificate to a permanent certificate.

The first-grade certificate is converted to a permanent certificate on evidence of five years of successful experience as a school testing technician. The permanent certificate is valid for life or until revoked for cause.

SCHOOL PSYCHOMETRIST CERTIFICATE
(Rule 35, 1952) (Revised, 1955)

Pattern of Preparation

A candidate for the school psychometrist certificate, first grade, will present credits and qualifications approximately as follows:

A baccalaureate degree;

Evidence of completion of a curriculum for the preparation of secondary teachers or a curriculum for the preparation of elementary teachers;

A valid certificate for teaching in the secondary school;

A master's degree in psychology, or a master's degree in education when the preparation is essentially the same as for a master's degree in psychology;

Two years of successful teaching experience and a valid school testing technician certificate; or nine months full time, or the equivalent in part-time, practicum or supervised paid psychological experience, this practicum or experience having been under the direction of the psychology department of an accredited institution of higher learning approved by the Indiana State Teacher Training and Licensing Commission for directing such experiences;

Credit as follows:

	Semester Hours	*Quarter Hours*
Psychology of childhood	3	4
Psychology of adolescence	3	4
(Or equivalent course or courses covering both childhood and adolescent psychology)		
Educational measurements, including supervised practicum in administration and reporting of them .	3	4
Psychological testing, including practice in group testing . . .	3	4
Elementary statistics	3	4
Psychology of exceptional children .	2	4
Individual mental testing with laboratory practice	3	4
Social psychology	2	4
Abnormal psychology	3	4
Clinical psychology	3	4
Principles of interviewing and counseling with practicum . . .	3	4
Six semester hours or 8 quarter hours of credit in two of the following elective courses;		
Advanced clinical psychology . . .	3	4
Clinical practice in remedial reading	3	4
Advanced educational psychology . .	3	4
Social anthropology	2	4
Behavior problems of young children.	3	4
Social case work	3	4
Techniques of teacher-parent interviewing	2	4

Character of Certificate

Coverage: *valid for performing the following services in cooperation with and subject to the direction and supervision of the superintendent of schools; administration of individual and group tests and use and interpretation of the findings from them; administration or supervision of group-testing programs and interpretations and analyses of test results; supervision of work of testing technicians and receipt of their reports; examination of children for ungraded classes, for classes of mentally retarded or gifted children, and for other special classes whenever mental ability of the pupil is a considered factor; study of learning difficulties of children and suggestion for remedial treatment; and consultation with parents, correlating the work of home and school in meeting the personal needs of children.*

Grade: *The grade of the school psychometrist certificate is first-grade. Since it is subject to renewal every ten years, it never becomes permanent.*

The **first-grade** *certificate is valid for 10 years. It can be renewed for another 10 years on evidence of research, publication, or 6 additional semester hours or 8 quarter hours of graduate credit, and this pattern of revalidation can be followed in succeeding ten-year periods. When research or publication is used for renewal, a copy of the research or publication will be submitted with the application for renewal of the certificate.*

SCHOOL PSYCHOLOGIST CERTIFICATE
(Rule 35, 1952) (Revised, 1955)

Pattern of Preparation

A candidate for the school psychologist certificate, first grade, will present credits and qualifications approximately as follows:

A valid certificate as a school administrator or supervisor;

The qualifications for a school psychometrist certificate;

A Doctor of Philosophy degree with psychology as the field of concentration, or a Doctor of Education degree when the preparation is substantially the same as for the Doctor of Philosophy degree with psychology as the field of concentration, or either doctorate when the field of concentration is equivalent to one in psychology and the dissertation is based in part upon a psychological laboratory or field study;

Three hundred and fifty clock hours of psychological internship or externship certified by the psychology department of an accredited institution of higher learning or approved by the Indiana Psychological Association and the Indiana Teacher Training and Licensing Commission, which internship or externship will occur after fulfilling the requirements for a school psychometrist certificate and preferably in school service;

Four years of successful and progressively responsible professional experience in teaching, supervision, or psychological service, at least two years of which shall have been equivalent to that of a school psychometrist;

Twenty-six semester hours or 36 quarter hours of graduate credit distributed as follows:

	Semester Hours	Quarter Hours
Advanced clinical psychology . . .	6	8
Psychotherapy, including play therapy	6	8
Projective techniques, including Rorschach and thematic apperception tests	6	8
Research methodology	2	4
Advanced statistics	3	4
Advanced laboratory methods and/or individual research studies . .	3	4
Twelve semester hours or 18 quarter hours of graduate credit in subjects selected from the group following:		
Individual mental testing with laboratory practice (in addition to the requirement for the school psychometrist certificate)	2	4
Systematic psychology	3	4
Physiological psychology	3	4
Advanced abnormal psychology or psychopathology	3	4
Advanced interviewing and counseling	3	4
Advanced clinical practice in remedial reading	3	4
Organization and administration of special classes in such areas as sight saving, speech correction, hearing therapy, and mentally handicapped	3	4
Four semester hours or 6 quarter hours of graduate credit in two or more subjects from the group following:		
School law	2	4
Supervision of instruction	2	4
School administration	2	4
Legal and ethical problems in professional psychology	2	4

Character of Certificate

Coverage: *valid for performing the following services in cooperation with and subject to the direction and supervision of the superintendent of schools: discharge of any and all of the duties of testing technician and psychometrist as needed; direction and supervision of the work of testing technicians and psychometrists; investigation of personality and social maladjustments of school children; acceptance of responsibility for locating*

and reporting to proper school officials aspects of the total educational program found to be psychologically damaging; service as consultant to recommend or set up procedures for the development of psychologically constructive learning experiences and relationships; initiation and execution of programs of psychological service with children, parents, and staff members; consultation with staff regarding diagnostic and remedial procedures used by teachers and supervisors to overcome learning difficulties or social maladjustments of pupils, and giving advice and assisting teachers and supervisors in the application of such measures; service as consultant in coordinating the work of such other counseling services in the school system as those of guidance workers, deans of girls, deans of boys, vice principals (with deans' functions), visiting teachers, testing technicians, and psychometrist.

Grade: *The grade of the school psychologist certificate is* permanent. *It is valid for life or until revoked for cause.*

A comprehensive change was made in 1963 where broader patterns of study replaced named courses. Emphasis was placed on the responsibility of the training institutions which developed their own detailed programs. Each program was then presented to the Division of Teacher Education and Certification for state approval.

Rule S-1 stating procedures for special education and adopted by the General Education Commission in 1959 specified that children could be in special classes for the mentally retarded upon the recommendation of a licensed or *approved* psychological examiner. This was really the first time that school psychology and special education in Indiana became closely related. The Division of Special Education hired a psychologist for the 1960-61 year to direct school psychology from the state level. This was only one year. No further effort was made to give leadership at the state level until 1969. The personnel were then attached to the Division of Pupil Personnel and Guidance.

Although the licensing requirements approved in 1951 seemed to meet the needs at that time, the growth in the program and the educational backgrounds of clinicians made some revision desirable. State Superintendent of Public Instruction Wilson established a committee composed largely of IPA members to study the needs and make recommendations for new certification patterns. The questions raised at that time were these:

1. Should there be two levels?

2. Should experience in a school or a teaching certificate, or certain courses be required?

3. Should particular courses be named, or should only areas be designated?

The 1963 requirements adopted follow.

Certification for School Services Personnel

The School Services Personnel Certificate, Provisional

The School Services Personnel Certificate, Provisional, qualifies the holder to perform the school service endorsed on the certificate in the public schools of Indiana for five years from date of issue.

Applicants will be qualified for the School Services Personnel Certificate, Provisional, when they:

Complete the required graduate level program for the school service area in which endorsement is sought.

A. Endorsement for School Psychometrist

1. Candidates for endorsement for the School Psychometrist will meet the general requirements for the School Services Personnel, Provisional.

a. The master's degree will be psychological in nature, with a major in psychological measurement or the clinical field, emphasis on child development and learning, and clinical practice with children.

b. Acceptable substitutes for the professional teaching certificate will be a minimum of course work in each of the fields of human growth and development, nature of exceptional children, remedial programs, curriculum, and the nature of learning, or the equivalent in training and experience.

2. The minimum program for endorsement for School Psychometrist will include an internship of at least three semester hours in a:

a. Clinic, hospital, school, or a

b. Clinic operated by an institution of higher learning which provides training for school psychometrists, but in all cases under the supervision of either a certified school psychologist or an institution of higher learning which has been approved for training school psychometrists.

(A person holding a Ph.D. degree in clinical psychology training program approved by the American Psychological Association and who completes a one-year internship will have met the requirements in 2-a and b above.)

B. Endorsement for School Psychologist

1. Candidates will be qualified for endorsement for School Psychologist when they:

a. Have met the general requirements for the School Services Personnel Certificate, Provisional

(1) Acceptable substitutes for the professional teaching certificate will be a minimum of course work in each of the fields of human growth and development, nature of exceptional children, remedial programs, curriculum, and the nature of learning or the equivalent in training and experience.

b. Hold a Doctor of Education or a Doctor of Philosophy Degree with either clinical psychology or school psychology as a field of concentration.

c. Have had either of the following:

(1) Two years of full-time employment as a school psychometrist under the supervision of an institution of higher education which has been approved for training school psychologists. The supervision may be performed by a school psychologist who is employed by either a public school system or a university, or

(2) the equivalent of one academic year of full-time internship, approximately one-half of which shall be in a public school, the remainder in a child guidance clinic, school for retarded, psychiatric facility, institution or combination thereof.

The Bulletin 400 was reprinted in 1969, but there were no changes in the school psychometry or school psychologist pattern.

Training Programs

Indiana State University

Training institutions were slow to establish programs for the preparation of these psychology specialities. Indiana State College was probably the first to be approved (1952).

The ground work for the Indiana State Teachers College program was provided by Dr. D.W. Morris, who established a program in special education including speech and hearing, education of the deaf and partially sighted, emotionally handicapped, physically handicapped, and mentally handicapped in the early 1940s. Dr. Morris left the College in 1946. Student enrollment during World War II had decreased and the professional staff had dropped from five to two.

Dr. R.B. Porter came to Indiana State as Director of the Special Education Clinic and chairman of the Special Education Department in 1948 with a background in speech and hearing, special education, and school psychology, and slowly a new program was built. Thomas Jordan came in 1947 and had his education and early training in England. Kenneth Orr and Dewey Moore were products of the program but with graduate work elsewhere. Dr. Karl Zucker, 1964, and Dr. Kenneth Walker, 1963, were added to the staff. The school psychology part of the program emphasized school psychometry at the master's plus level. The doctoral degree was not offered in school psychology until 1968.

The first graduates in school psychology did not apply for Indiana certification because there were no jobs to apply for. The first graduate to be issued a certificate was in 1959. Several early graudates found positions in Iowa and California. There were jobs in the East, but at that time few from Indiana wanted to go East. Several of these early graduates returned to Indiana later.

Special education clinics in the department were established about 1940 as hands on experience for students in training and because practically no other service was available in the community. The demands for services had sometimes become very heavy. The important result was that all students had considerable practicum experiences.

Indiana University

The school psychology/psychometry program at Indiana University was a dream of Dr. Delton Beier in the late 1950s. Dr. Nicholas J. Long came to the University with considerable experience in the field and together they wrote the first program which was listed in their 1957-58 catalogue.

Dr. Long left the campus in 1962, and Dr. Boyd McCandless joined the faculty. Beier and McCandless wrote a proposal to NIMH for a Fellowship Program in School Psychology, which was funded starting in 1963. Dr. Walter Hodges was employed to direct this program.

Early graduates at the doctoral level were Beeman Phillips, Tom Oakland, and Mildred Richardson. The first IU graduate to be issued a school psychologist certificate in Indiana was in 1966.

One early difficulty of this program was the requirement of the equivalent of two doctors degrees, one in the School of Education and one in the School of Psychology (Arts and Sciences). The requirements were substantially different, and a student was required to meet both. School psychometry was an incidental program at Indiana University in the early days. Although patterns were established and some students met the State requirements, largely by putting courses together themselves, this was not especially promoted. The emphasis was the doctoral level.

Purdue University

A School Psychology Clinic was established at Purdue by Dr. Harriet O'Shea in 1933 as a training site for undergraudates interested in such work. This clinic was expanded in 1946 by Dr. John Hadley to serve the needs of adults as well as children and as a training station for doctoral students in clinical psychology. The Psychological Clinic operated under the administrative aegis of a Division of Education and Applied Psychology. It was independent of any school and reported directly to the President. The Department of Education and Psychology was formed in 1953.

In 1962, Hadley and O'Shea submitted programs to the Department of Public Instruction for certification in school psychometry and school psychology at the Master's, Educational Specialist, and Doctoral levels. Students could enter these programs via either the Education Department or the Psychology Department. To administer this program and to cochair a Committee of the Teacher Education Council, Dr. Shelley Stone from Education and Dr. James Linden from Psychology were appointed.

The emphasis at Purdue in these early days has always been in clinical psychology, but because of the strength of this program and the background and special interests of some students, State certification was obtained at all levels.

Butler University

Butler University submitted to the Department of Public Instruction a master's level program for certification in school psychometry in 1969. The leadership was provided by Dr. James Shane with the support of Dean Joseph Nygaard. This program provided the first applicant for certification in 1971.

Ball State University

The first Ball State University students met the State certification requirements in school psychometry in 1962. However, a master's degree program with a major in school psychometry was not available until 1964. A specialist program followed in 1969, and a doctoral program in school psychology in 1976. It should be noted that some doctoral students majoring in Guidance and Counseling between 1966-76 were able to meet the State certification requirements and received credentials. Dr. Wyman Fischer was the appointed administrator of each program.

Saint Francis College

Saint Francis College established a program in school psychometry in 1967 with a first graduate in 1969. Leadership was provided by Sister Fridian, Sister Amatora, and Mrs. Wilberta Edgington.

Development of School Psychology Services

From 1956 to 1966, when special education classes were slowly being established in Indiana and the needed school psychological personnel were unavailable, Indiana State Teachers College, Division of Special Education and Special Education Clinics, provided itinerant psychological services.

At first, the regular College staff with a few graduate students worked on weekends or school vacations. Later, one or more full-time itinerant psychologists were added to the regular College staff.

Some local schools contracted for psychological services for a specified number of days per year. In most instances, free service included interviews with parents as well as teachers in addition to the child study. Written reports were always sent to the schools, and follow-up was done on a regular basis.

The number of new children evaluated each year started with 204 in seven school districts in 1956-57, increasing to a high of 320 children in 18 school districts in 1962-63.

The program was terminated after the 1965-66 school year to encourage districts to hire their own psychologists and also to help provide job vacancies for the students in school psychology who were completing their training.

The first psychologist, Dr. Edward Tavris in the Department of Public Instruction, was employed in 1961 and attached to the Division of Special Education. This appointment followed the publication of the pamphlet *A Handbook on Psychological Evaluation* and the preceeding years study of what was needed in a psychologist report (See section on "Early Years"). This position was filled for only one year.

Records are not clear in the directories of the Department of Public Instruction as to state supervisors of school psychology, but starting in 1968 with the appointment of Thomas Smith, there has always been some supervision of school psychology, even though titles range from no title to Consultant or Psychological Services Consultant. It should be noted that these supervisors have all been under the direction of the Division of Pupil Personnel. This Division has had several name changes over the years. The directors have been: 1955-56, Kenneth Waugh; 1957-58, Bruce Shertzer; 1959-64, Rolla Pruitt; 1965-75, Sparkle Crowe; 1976, Susan Ellsbury (Special Education Directors).

A law passed in the Indiana General Assembly in 1947 providing for the appointment of a director of special education at the State level. The first three directors served consecutively in 1949-50, Dale Swanson, T.A. Kleckner, and Gerhart Ahrens. After that directors were: 1951-56, Russell Rayborn; 1957, Kenneth Orr; 1958-60, Charles Henley; 1960-62, and 1963-65, Tony Milazzo; 1963-65, Jean Anderson; 1966-70, Leslie Brinegar; 1971, James Alley; 1972-80, Gilbert Bliton.

The addition of personnel with expertise in school psychology can probably be attributed to a Parkinson Law principle as much as a logically presented need. Of course, the special education programs were rapidly developing, and a psychological examination was required by Rule S-1 for

special class placement. Special education was paying for these psychological examinations, but there was then, 1968 and through the next decade, a search for a proper role for the school psychologist. The varying numbers of school psychologists serving in the Department of Public Instruction in any one year seemed to indicate lack of a real identified goal. Some years there was only one psychologist and in other years as many as five. The level of training, experience, and length of tenure also varied considerably.

The directories of the Department of Public Instruction are incomplete, and a direct request to individuals as well as their directors shows many conflicts in what is recalled. The following names are listed as having worked as psychological services consultants, but the years they worked can be given only approximately. After Thomas Smith in 1968 there followed Stuart Hart, 1969-71; Susan Ellsbury, 1972-74; Larry Rider, 1972-75; David Prasse, 1974-75. Other names more or less in chronological order starting in 1969, Jackie Hux, Meridith Poer, William Souders, Robert Damm, Katherine Decker, Jerry Whiteman, Don Zimmerman, and Ron Hartman.

It is easy to see how individual differences in the backgrounds and training of the various school psychologists brought about such diversities in reports that they were in no way comparable and often did not provide basic information for special class assignment decisions. There was no professional leadership at the State level until 1961 and after that a gap of seven years.

The extreme variation in the written reports of psychological clinicians was noted especially in the Division of Special Education when these were filed to support special class placement. It seemed to be important to make possible an opportunity for the psychologists to discuss these issues, so in 1960-61 a number of workshops were held starting with a pilot one in Indianapolis followed by district ones. These discussions resulted in the publication of *A Handbook on Psychological Evaluation*. That well over one hundred persons attended these workshops indicates the importance with which they were regarded. Each of the six workshops considered the following three questions:

1. What basic information should be available to the examiner before the psychological evaluation?

2. What should be the minimum essentials of the psychological evaluations?

3. What should be the minimum essentials of the psychological report?

This kind of direction to school psychology was important, but it definitely began to emphasize school psychology as a part of special education. The direction became more definite in 1961-62 when the Division of Special Education began to reimburse school corporations for psychological services. In 1961, the same direction was strengthened by the appointment of a full-time school psychologist, Edward Tavris, in the Division of Special Education as a state supervisor.

The broad influence of the State directed workshops conducted by the Indiana Division of Special Education is revealed by quoting the first few pages of the Bulletin, *A Handbook on Psychological Evaluation.*

PREFACE

This is the first of a series of School Psychology Bulletins published by the Department of Public Instruction. The various aspects of the role of the school psychologist will be considered in the series.

The phase of school psychology discussed in the first bulletin is that of the school psychologist's contribution to special education. Although this is only one of the many functions of the school psychologist it is an important one. The purpose of the discussion is to establish guidelines for the psychological evaluation of children who are exceptional. It is hoped that the direction provided herein will encourage

the gathering and interpretation of sufficient pertinent data for the complete psychological evaluation of exceptional children to enable school corporations to determine the suitable educational program for the child.

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Organization of the Division of School Psychology

The Division of School Psychology of the Indiana Psychological Association was organized in 1968 after several exploratory meetings. One of the most significant meetings was held in June 1967 at Canyon Inn at McCormick's Creek State Park. This Division has had the continued support of IPA. In 1977 affiliation was made with the National Association of School Psychologists, but at this time there is no organized connection between the two. Memberships are not congruent.

Presidential History
Division of School Psychology
Indiana Psychological Association

1968-1969	Gerald D. Alpern
1969-1970	Robert E. Thomas
1970-1971	Guy Underhill
1971-1972	Robert H. Fortier
1972-1973	Robert P. Falls
1973-1974	Stuart N. Hart
1974-1975	Thomas A. Smith
1975-1976	Robert L. Damm
1976-1977	Thomas A. Hebert
1977-1978	Richard L. Therrian
1978-1979	Rosemary McCart
1979-1980	Susan Ellsbury Kupisch
1980-1981	Edward Kirby
1981-1982	Liam Grimley

The National Association of School Psychologists

The National Association of School Psychologists was organized in 1968-69 in an attempt to represent practitioners, especially at the non-doctoral level. Indiana is in the North Central Region with Illinois, Michigan, Ohio, and Wisconsin. Each region provides two regional directors, and they cannot be from the same state. Since the beginning in 1970, Indiana has been able to elect only one person, Stuart Hart, who has served two terms.

Indiana's State delegates to NASP have been:

1969-1970	Gaylord Corten
1970-1971	Gaylord Corten (After his death, term completed by Ms. Wimpleberg)
1971-1973	Richard Nickell
1973-1974	Thomas Smith
1974-1976	Stuart Hart
1976-1980	Rutherford Porter
1980-1982	Rosemary McCart

Later Years

Five acts relating to handicapped children resulted from the 1969 legislature. We refer to all of them as we think of comprehensive planning, but it is 1971 which provides the mandate. The most important, some people call it the "Mandatory Special Education Law for 1973." The digest of the Act follows: "An Act to amend an act concerning the education of handicapped children by including the multiple handicapped; providing that schools shall be required to provide appropriate educational services for all handicapped children after September 1, 1973; requiring comprehensive plans for such services; creating a state advisory council and making an appropriation."

An Advisory Council was appointed in mid-June 1969, to be effective July 1, 1969, to work under the leadership of the Division of Special Education.

School psychology and special education are in no way synonymous, but it has been through the rules and regulations of special education that school psychology has grown. It is because special education has been willing to pay for psychological services that money became available to support these positions in public school programs.

The essence of this Act for school psychologists was that in most cases a diagnosis of the child's needs prior to his assignment was required. There was nothing in the Act, or in fact much in the guidelines, that specified that psychologists will do this diagnosis, but because of the close relationship between special education and school psychology, their inclusion was strongly implied.

The paragraphs from the guidelines which pertained to school psychological service follow:

IV.

C. School Psychological Services

1. School corporation should employ no less than one full-time school psychologist or psychometrist to each 5,000 children in its K through 12 population.

2. In addition, or as an alternative to employing full-time personnel, a school corporation may plan to make use of any of the following three program alternatives in meeting a portion or all of its needs and stated requirements.

a. Join with other school corporations in joint school service and supply programs.

b. Employ a school psychologist/psychometrist on an appropriate apportionment of time basis.

c. Contract the services of a school psychologist/psychometrist or of an approved mental health clinic/center on a part-time basis.

3. *Related School Services*

   a. *School health, counseling and guidance, and social work services are necessary to complement psychological services and must be used appropriately.*

   b. *At the present time these services are available on a ratio of about one to each 500 of the regular school population and handicapped children should receive, at the very least, comparable service.*

Many changes were made in the delivery of special education services through the vehicle of the formation of special education cooperations going across the boundaries of school corporations and in many cases county lines. Directors of special education for these large special education cooperations were appointed.

The State of Indiana was quite ready for PL 94-142 which became effective in 1975 and mandated special education provisions nationally.

School psychology seems still not to know just where it stands. There can be no doubt that the number of school psychologist employed has steadily increased, but the question of role again seems to be the problem. Perhaps the next twenty-five years can solve this dilemma. Certainly the last twenty-five years in Indiana have been interesting.

ABOUT THE AUTHORS

About the senior author, Rutherford B. Porter, has had 50 years of work in education; most of it in one of the areas of school psychology and 30 in the state of Indiana. Indiana's progress in the development of school psychology programs has been near the front of that movement and Dr. Porter has been involved in much of it.

Dr. Porter

Dr. Porter was born in Crawford County, Pennsylvania, in 1909. His first eight years of education were in a one-room school with all grades together. His high school graduating class numbered 20, the largest class to date in that township. This was followed by a bachelor's degree from Allegheny College in 1930, a master's degree from University of Pittsburgh in 1934 and a doctor's degree from The Pennsylvania State University in 1942.

He taught high school math and science for eight years and was a part-time guidance counselor. Dr. Porter became one of the first three school psychologists in Pennsylvania in 1939. He served a mountainous area of the state with more than a hundred one-teacher schools and a number of small consolidated schools. There were no organized special education programs so all services were consultative, in-service, parent counseling, curriculum building, etc. His five years in rural school psychology included the development and construction of the Pennsylvania Counties Eighth Grade Examination, a cooperative venture, and at one time used in over 90 percent of the counties in the state.

Dr. Porter spent two years in the US Navy Reserve (1944-46) with the major assignment in test construction. His experience in test making ultimately culminated in the Children's Personality Questionnaire published by the Institute for Personality & Ability Testing in 1968 and revised in 1972.

After the Navy, Dr. Porter was director of student personnel at Fairmont State College in West Virginia for one-and-a-half years and director, student personnel, at Northern Michigan University for one year. He came to Indiana State University in 1948 and remained until retirement in 1975.

This history of school psychology in Indiana reveals Dr. Porter's work, participation and direction as school psychology developed in the state.

Kenneth P. Walker is chairperson of the Department of Educational and School Psychology at Indiana State University. Ken has taught at ISU in School Psychology and Special Education since 1963. During that time he

served as the school psychology training director from 1978 to 1985 and as coordinator of the Porter School Psychology Center since 1976. He also teaches in the area of emotional disturbances in children.

Dr. Walker was born near Morning Sun, Iowa, in 1934, and was one of the first doctor of philosophy graduates in School Psychology from the University of Iowa graduating in 1963. Ken has served internships in several settings: (1) School Psychology in the Hospital School for Severely Handicapped Children, University of Iowa; (2) Post doctoral in Clinical Psychology, Des Moines Child Guidance Center, Des Moines, Iowa; (3) Crises Intervention Center, Vigo County Public Schools.

Dr. Walker

Ken finished his bachelor's degree in 1958, completing dual majors in Elementary Education and History, and then taught several years in the Tipton, Iowa, schools.

Dr. Walker has published and presented scholarly papers on many topics, but his major efforts have been in the areas of intellectual assessment and the effects of high risk birth conditions.

SOURCES

Directories of Department of Public Instruction

Handbook on Teacher Education, Bulletin 192, 400 Rule S-1

A Handbook on Psychological Evaluation

College Bulletins

Interviews and personal letters to a number of people to verify information. They were all very gracious.

Letters from:

Joseph Nygaard, Dean, Butler University
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Wyman Fischer, Chair, Educational Psychology, Ball State University
Louis Ross, Graduate Dean, Saint Francis College
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BLACK PEOPLE IN AMERICA: A TEACHING-LEARNING UNIT
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